

Portfolio Instructions

The Professional Portfolio is a Critical Performance in the Library Media Education program. It is planned using the Professional Planning Document and is based on Professional Standards in Library Media Education (AASL) or Educational Technology (NETS-T). The portfolio is submitted electronically on a FlashDrive/CD/DVD to the LME faculty. A committee of faculty will evaluate the Portfolio for meeting Proficiency standards. In addition, specified components of this portfolio must be uploaded to the CEBS Electronic Portfolio System.

Remember that this portfolio should define you as a professional and represent your best work. All media must be of high quality and use effective visual design and presentation principles. Use a formal writing style in written work. Proof-read all documents and make use of spell and grammar checking tools.

The arrangement of the portfolio must follow the format of the national standards for school media specialists (AASL) or technology specialists (NETS-T). The Professional Planning Document developed at the beginning of the Practicum provides the structure for the contents of the Portfolio.

The portfolio must be submitted on a CD, DVD, or flash drive which will not be returned to the student. Two copies of the DVD/CD or flash drive must be mailed to the instructor by the assigned deadline.

The portfolio will contain the following items meeting the following Proficiency criteria. Please consult the Portfolio rubric for overall evaluation criteria for the Portfolio.

1. Table of contents - Format chosen results in a TOC has a professional look, is graphically and visually pleasing, and follows effective visual design principles. A Proficient TOC WILL use a minimum of Advanced Word/Powerpoint/html features and feature effective graphic design AND NOT merely be a list of items with hyper links. The reader/viewer can proceed through the TOC contents in orderly fashion through the use of working hyperlinks; the spelling and grammar are flawless. All the required information is included in the TOC. The TOC will have links to the following items:
2. Portfolio Planning Document - The PPD identifies a minimum of two evidences per standard indicator as evidence of professional growth; the PPD describes the actions and evidences as it relates to the chosen standard indicator and impact on student learning; the PPD includes information on what key learnings resulted from engaging in the actions and evidences and how they impact (or have the potential to impact) student learning.
3. Resume - This is a resume as someone seeking a library media or technology position. Include your teaching experience but make sure it reflects your expectation of obtaining a media position. The contents of the resume includes: Name and contact information, Education, Employment experience relevant to

assuming the position of a technology specialist or library media specialist, Special skills and abilities related to library media education, List of relevant professional development, conferences, and workshops attended, professional memberships, and practicum placement experience. The resume contains all of the required contents, includes comprehensive and detailed professional goals, experience and credentials for assuming the responsibilities of a library/media/technology specialist, includes conferences, workshops, professional memberships, and practicum experience, excludes non-teaching experience unless relevant to the objective, and is organized in a professional style.

4. Personal Education Statement - The PES is a well-organized, well-written, in-depth, personal, consistent, cohesive, 3-5 page essay reflecting on the student's development of knowledge, skills, attitudes, and experiences as an instructional technology or library media professional. The personal educational statement must use authoritative references and APA citation style, and address all required areas listed in the instructions, including life experiences/influences, professional identity, and connections to professional literature and standards. The PES contains no errors in use of grammar, punctuation, or citation style. The statement references 5 or more seminal articles from the field.

5. Reflective Self-evaluation on standard indicators - For each standard indicator (20 standard indicators are present) you must write an organized and well-written 2-3 page, double spaced, first-person essay based on your PPD. The essay must use authoritative references and APA citation style when connecting evidences and the standard indicator with research on student learning/achievement. The essay must contain no errors in use of grammar, punctuation, or citation style. The essay must references 5 or more seminal articles from the field.

The essay must include the following:

- Restatement of the Standard Indicator in your own words;
- Brief description of your activities/evidences chosen for the standard indicator;
- Statement of how your activities/evidences are aligned with the standard;
- Description of what you learned from engaging in the evidence (in relation to the standard indicator);
- Description of your impact (or potential impact) on student learning as a result of engaging in the activity/evidence, with references to relevant citations; and
- Link at the bottom of the page to the evidences

6. List of Evidences - Links to the evidences used to demonstrate growth and mastery of standard indicators as proposed in your PPD and described in your standards essays. Evidence must be on the flash drive/DVD and (other than websites) must not be located on cloud utilities such as Google Docs.

7. Practicum Documentation - Must include: 1) a video of your teaching in a library/educational technology setting and 2) a digital storytelling presentation. The practicum documentation is a multimedia rich presentation of experiences inside and outside the practicum setting. Presented in digital storytelling format, the documentation includes a video of the student engaging with students in a

practicum activity, samples of student work completed with the practicum student; the video can be part of the digital storytelling presentation which includes photos and audio narration of practicum activity.